

Program Description/Textbook or Print Instructional Material

Vendor: Pearson Education, Inc., publishing as Pearson Prentice Hall **Web Address:** www.phschool.com

Title: **On Cooking: A Textbook of Culinary Fundamentals - Student Edition with CD-ROM**

Author: Sarah R. Labensky and Alan M. Hause **Copyright:** 2003

ISBN: 0-13-060628-6 **Course/Content Area:** Culinary Skills

Intended Grade or Level: 11-12 **Readability Level:** Not Available

List Price: \$ 90.63 **Lowest Wholesale Price:** \$ 67.97

Level of Accommodations (Level One, Two, or Three) Three

If Level Two or Three, please provide rationale for not meeting Level One Compliance. Pearson Prentice Hall is unable to provide files in Levels One or Two due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

FEATURES

DISCLAIMER: The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

Content

Several new chapters in this up-to-date text: Mise en Place theory and techniques; egg chapter expanded; nutrition chapter revised and provides students with information to understand the importance of nutrition and a balanced diet; HACCP information updated and expanded; storing and reheating discussed. Principles of cooking chapter expanded with detailed procedures and step-by-step photographs for each cooking method; new photographs to enable students to see what ingredients look like and what to expect in each step of the process. Over 1700 color photos and b/w drawings; text emphasizes the culinary principles—the how and why of cooking.

Student Experiences

The students will see how cooking proceeds from one step to the next and will benefit from the many explanations and photos along with detailed drawings. Important sanitation information that is included to help students understand the why of good storage and reheating. Software for the student is available.

Assessment

As each step is explained, students can assess their understanding before proceeding to the next step. In addition, the Instructor's manual includes tests and there is an additional WIN custom test available.

Organization

The text is organized in a step-by-step procedure that explains the concepts and gives students convenient access to miscellaneous concepts and techniques. The 1240 page hardcover text is updated and includes many new chapters as outlined above.

Resource Materials

- **Gratis Items To Be Provided And Under What Conditions**

Free upon request, 1 per teacher user with a minimum purchase of 20 On Cooking Student Edition with CD-ROM:

∞ Instructor's Manual with Tests

∞ WIN Custom Test

- **Available Ancillary Materials**

Study Guide, Student Software, Website www.prenhall.com

RESEARCH DATA/EVIDENCE OF EFFECTIVENESS

DISCLAIMER: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

The text materials and ancillaries have been carefully reviewed and tested by culinary professionals in the field as well as by educators for accuracy of content and appropriateness of the methodology.



Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool Family & Consumer Sciences



| | | | |
|---|---------------------------|-------------------------------------|-------------------------------|
| Title: On Cooking: A Textbook of Culinary Fundamentals Student Text \$67.97 | | | |
| Publisher: Pearson Education/Pearson Prentice Hall | | | |
| Item Evaluated: Student Text and CD ROM & Instructor Manual | | | |
| Copyright Date: 2003 | | Evaluator: Connie Duvall | |
| Content Level: Grade Level 11-12 | | Date of Evaluation 7-29-2003 | |
| Level of Alternative Format | Level 1 – Full Compliance | Level 2 – Provisional Compliance | Level 3 – Marginal Compliance |
| This section completed by Exceptional Children Services | | | |

Overall Strengths and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

| Recommendations: |
|---|
| <input checked="" type="checkbox"/> Recommended by reviewers to State Textbook Commission |
| <input type="checkbox"/> Not recommended by reviewers to State Textbook Commission |

Publisher's Explanation of Reviewer's Comments: By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.



Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool Family & Consumer Science



| | | |
|---|--------------------|--|
| Title: On Cooking: A Textbook of Culinary Fundamentals | | Publisher Pearson Education/Pearson-Prentice Hall |
| Technology Management Summary Data: | 20 possible points | _____0_____ points earned |
| Technology Management Comments: Could not get CD ROM program loaded into computer. | | |
| Technology Presentation/Interface Summary Data: | 40 possible points | _____0_____ points earned |
| Technology Presentation/Interface Comments: Could not get CD ROM program loaded into computer. | | |
| Content Summary Data: | 44 possible points | _____4_____ points earned |
| Content Comments: Excellent text for teaching professional culinary education-reference or supplemental textbook for high school / culinary skills. | | |
| Instruction & Management Summary Data | 52 possible points | _____46_____ points earned |
| Instruction & Management Comments: | | |
| Organization & Structure Summary Data | 36 possible points | _____36_____ points earned |
| Organization & Structure Comments: | | |
| Resource Material Summary Data | 40 possible points | _____26_____ points earned |
| Resource Material Comments: | | |



Group V - Career /Technical & Vocational/Practical Living

Electronic Instructional Media Review Form

Stand Alone/Independent or Integrated Software for Family & Consumer Science



| Equipment (circle or change fill color) | Grade Level (circle or change fill color) | Audience (circle or change fill color) | Format (circle or change fill color) | Cost _____ | |
|---|---|--|--------------------------------------|--------------------------------|----------------------|
| Windows | Primary | Individual | Stand Alone/Independent | _____ single copy | _____ site license |
| Macintosh | Intermediate | Small Group | Integrated | _____ network version | _____ school version |
| CD-ROM | Middle | Large Group | Supplemental | _____ lab pack of _____ copies | _____ online |
| DVD | High | | In lieu of basal test | | |
| Sound | | | | | |
| Other | | | | | |

If other, explain _____

| Type of Software: Check all that apply | _____ Simulation | _____ Management | _____ Interdisciplinary | _____ Problem Solving | _____ Tutorial |
|---|------------------|--------------------------|-------------------------|-----------------------|----------------|
| _____ Exploratory | _____ Creativity | _____ Drill and Practice | _____ Critical Thinking | _____ Utility | _____ Other: |

| Rating Scale: | 3—Some of the time | 1—None of the time |
|-------------------|--------------------|--------------------|
| 4—All or the time | 2—Minimally | 0— Not applicable |

| Management | Rating |
|--|--------------------------|
| Allows customizing for individual learning needs. | 0 |
| Allows students to exit and resume at a later time. | 0 |
| Keeps a students performance record, where needed. | 0 |
| Allows control of various aspects of the software (e.g., turning sound off). | 0 |
| Allows for printed reports. | 0 |
| Comments: | Total 0 |

| Presentation/Interface | Rating |
|--|--------------------------|
| Presents material in an organized manner. | 0 |
| Has consistent, easy-to-use, on-screen instructions. | 0 |
| Has developmentally correct presentation format. | 0 |
| Adapts to different learning environments (learning styles/multiple intelligences, etc.) | 0 |
| Accessible for special needs students. | 0 |
| Runs smoothly, without long delays. | 0 |
| Presents easy-to-view text and graphics. | 0 |
| Presents easy-to-hear and understand sounds. | 0 |
| Avoids unnecessary screens, sounds, and graphics. | 0 |
| Provides immediate, appropriate feedback. | 0 |
| Comments: | Total 0 |

| Content—Family & Consumer Science | Rating |
|--|----------|
| Family | 0 |
| Childcare/Parenting | 0 |
| Child/Adolescent/Human Development | 0 |
| Interpersonal Relationships | 0 |
| Goal Setting/Decision Making | 0 |
| Consumerism | 0 |
| Foods/Nutrition | 4 |
| Apparel/Textiles | 0 |
| Housing Interiors | 0 |
| Hospitality Careers | 0 |
| FCCLA: Family, Careers, Community Leaders of America | 0 |
| Comments: | Total 4 |

| Rating Scale: | 2—Minimally |
|--------------------|--------------------|
| 4—All or the time | 1—None of the time |
| 3—Some of the time | 0— Not applicable |

| Instruction and Assessment | Rating |
|--|-----------------|
| Identifies a Sense of Purpose | 4 |
| Builds on Student Ideals | 3 |
| Engages Students | 3 |
| Develops Family & Consumer Science Ideas | 4 |
| Promotes Student Thinking | 4 |
| Assesses Student Progress | 4 |
| Enhances The Learning Environment | 4 |
| Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout. | 4 |
| Commonwealth Accountability Testing System (CATS) "like" Assessment is provided | 4 |
| Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included. | 4 |
| Includes activities and opportunities for integration of technology. | 2 |
| Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations) | 4 |
| Differentiation techniques and activities suggested. | 2 |
| Comments: | Total 46 |

| Rating Scale: | 3 – Some potential for learning | 1 - Not present |
|---------------------------------|-----------------------------------|--------------------|
| 4 – High potential for learning | 2 – Little potential for learning | 0 – Not applicable |

| Organization and Structure | Rating |
|--|-----------------|
| Organization is logical and allows for spiraling of content. | 4 |
| Vocabulary and key terms are clearly defined and easily accessible within each lesson. | 4 |
| Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related. | 4 |
| Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities). | 4 |
| Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use. | 4 |
| Student materials seem durable and conducive to daily use. | 4 |
| Includes sufficient glossary, index and appendices. | 4 |
| Employs accurate grammar and spelling | 4 |
| Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies. | 4 |
| Comments: | Total 36 |

| Resource Materials | Rating |
|--|-----------------|
| Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated) | 2 |
| Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels. | 2 |
| Extension activities including adaptations and accommodations for students with special needs. | 2 |
| Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides) | 4 |
| Suggestions are made for integration of themes and /or interdisciplinary instruction. | 0 |
| Integration opportunities suggested and examples given. | 0 |
| Teacher resources are available online. | 4 |
| Online resources available – Repeat of information in text. | 4 |
| Online resources available – Practice skills only. | 4 |
| Online resources available – New application materials. | 4 |
| Comments: | Total 26 |

| Rating Scale: | 2—Minimally |
|--------------------|--------------------|
| 4—All or the time | 1—None of the time |
| 3—Some of the time | 0— Not applicable |